DOCUMENT RESUME

ED 194 084 IR 008 948

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TITLE The Library Scene in Chile and Public Library Development.
PUB DATE 77
NOTE 60p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Cultural Context; *Developing Nations; Disadvantaged; Foreign Countries; Government Role; Library Associations; Library Role; National Libraries; *Political Influences; *Public Libraries
IDENTIFIERS *Chile; *Library Development

ABSTRACT

This paper assessing the development of libraries in Chile focuses on the public library movement. An introductory section on the historical, economic, technological, and educational background of Chile is provided, as well as a discussion of the adverse effect of the military regime on the country's cultural life. The main part of the paper describes the impact of legislation and other national programs to improve national libraries, and discusses the history and development of the national library and of a series of national bibliographies. Legislation concerning libraries is presented, including an explanation of the laws of legal deposit (authors are required to submit a copy of their works to the national library). The late arrival of the printing press in Chile is cited as the reason for a slow increase in number of books and printed materials. The current status of public libraries is assessed in relation to these main points: (1) the lack of adequate planning for public libraries, (2) progress of library education, (3) development of the nation's library association, and (4) attempts to integrate public libraries into the educational process. (SW)

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THE LIBRARY SCENE IN CHILE
AND
PUBLIC LIBRARY DEVELOPMENT

A Paper Prepared for

The Graduate School of Library and Information Sciences

International and Comparative Librarianship

by

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1977

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Introduction

The purpose of this study has been to examine various historical, economic, political, and social aspects which were important to understanding the background and the development of the Chilean nation.

The method of investigation has been historical and descriptive. I have attempted to identify the aspects which bear a relation to the development and advancement of libraries and librarianship in Chile.

THE BACKGROUND AND DEVELOPMENT OF CHILE

The Geography of Chile

Chile extends about 2,700 miles along the west coast of South America to the southernmost tip of the continent. With an average width of 110 miles, Chile has been called a "shoestring" republic squeezed between the high Andean ranges and the Pacific. With an area of 286,396 square miles, it is larger than Texas although it is the fourth smallest of the South American republics.[1]

The country is divided into three regions which differ widely in climate and in natural resources. "In every way that matters, Chile is an island isolated by geography."[2] Northern Chile is a desert (no rainfall has ever been recorded in parts) which contains large deposits of nitrate, iodine and copper and separates the populated areas from Peru and Bolivia. The middle region, containing Chile's Central Valley, is called the heart of the nation. Particularly favorable to human settlement and economic advance, it contains 90 percent of the population, the major cities, most of the manufacturing industries, and the largest and richest farms and pasture lands. Southern Chile, a region of forests, lakes, islands, and a narrow coastal strip, is one of the world's rainiest areas and is much less favorable to economic progress than middle Chile. The rugged islands of Tierra del Fuego support a large population of sheep and the Chilean lake region is one of South America's most popular resort and tourist areas.

East to west the country is also divided: the eastern region with the Andean ranges which reach heights exceeding 21,000 feet; the Central Valley with a Mediterranean climate; and the western coastal region with mountain ranges which never exceed 7,000 feet.

A number of South Pacific islands, the most important of which is Easter Island, are part of Chile. These islands are more than 2,000 miles west of the mainland.

"In addition to its isolation, one other feature of Chile's geographical setting has ..."[3] to be considered: "... in the twentieth century, frequent destructive earthquakes have forced heavy expenditures for relief and reconstruction which might otherwise have gone into development."[4]

The History of Chile

Northern Chile formed part of the Inca Empire at the time of its conquest by Francisco Pizarro and Diego de Almagro. Both men lost their lives in 1541 in battles over the dividing lines of their domains. In the same year Pedro de Valdivia founded Santiago and laid the foundation of a new colony which remained loyal to the Spanish Crown until 1810. By that time the revolutionary movement was gathering force throughout the continent. Chile was liberated from Spanish rule in 1817-1818 in decisive battles won by José de San Martín and Bernardo O'Higgins. Chile's history as an independent republic began under the presidency of O'Higgins who is honored as a national hero.

From 1817 to 1830 Chile was torn by a series of struggles between factions of the aristocratic upper classes: those who wanted a liberal society (later to become the Liberal Party) versus those who wanted to continue the type of organization left behind by Spain (later to become the Conservative Party).[5] The constitution adopted in 1833 set up a government which was the Spanish monarchy in republican clothes but which gave the country a thirty-year period of political stability.

The amended constitution of 1925 provided Chile with a representative and democratic form of government. The president and the members of Congress were to be elected by direct popular vote, whereas according to the 1833 constitution they were elected by indirect vote, with only males over twenty-five who were literate and owned a certain amount of property eligible to vote. Women received the right to vote in 1949. The 1925 constitution guaranteed equality before the law to all people, freedom of speech, religion, assembly and press and the right to vote by secret ballot and separated church and state.[6]

During the 1920-1925 administration a system of social security was adopted and over the next decades many reforms were established. With the election of a Christian Democrat in 1964, Chile embarked on a vast program of domestic change.[7]

In 1970 the government entered a new phase of political history. This marked the first time that a Marxist Socialist was chosen by popular vote to head the government of a Western democracy. There was much opposition to programs instituted by this head of state and a revolution in late 1973 brought a military junta to power. The Congress was dissolved, a new cabinet was chosen, and a state of siege was declared.

Transportation and Communication in Chile

Chile's topography and latitudinal expanse constrains its means of communication and the flow of traffic. The network of highways covers more than 45,000 miles and the railways more than 5,200 miles of track; much of this is in the central region. In the south only air or sea travel is possible. The transport of goods from the extreme north

and south is primarily dependent on coastal shipping. The entire country is now served by the State National Airlines which has almost exclusive control of the air traffic.

The government owned National Tele-Communications Enterprise which was established in the mid-1960's controls about 90 percent of this service.[8]

Television sets are expensive and few people own them. Chile has not permitted any commercial television stations; some university stations provide educational and cultural programs.

"The impact of TV is minimal compared with that of radio. It is estimated that almost 90 percent of Chilean homes have a radio, making this medium a powerful disseminator of news, education, and entertainment. Radio has been a boon to rural education, where it has been used successfully by the Institute of Rural Education ... The Institute aims to improve the generally inferior conditions of rural living. Using the facilities of a network of broadcasting stations, it beams to rural schools a program complementary to that prescribed by the Ministry of Education. The impact far transcends the school because it reaches the rural community as a whole."[9]

The Economy of Chile

Chile, ranked as one of the world's leading mineral producing countries, "...is one of the more developed nations of Latin America but it has a long way to go before the economy provides all Chileans with an adequate standard of living. The agricultural system is very backward, and about $140 million worth of food must be imported annually. Most of the imported food could be produced in Chile, but the defenders of the

antiquated land-tenure system prevented the modernization of the agricultural system until the 1960's, when a land-reform law was finally adopted. Chile's agricultural problem flows out of the preservation of the latifundia system of colonial days. In 1959, 2.2 percent of Chile's farms were larger than 1,000 hectares each and contained 75.2 percent of the country's total farmland. Since about 30.1 percent of the population depend upon agriculture and allied activities for their livelihood, poverty in the rural areas is widespread."[10]

"Another factor contributing to a distortion of the economic system is a high dependence upon foreign credits, earned by exporting minerals, especially copper."[11] Copper, nitrates, iron and other minerals provide about 80 percent of the total of Chile's exports. "The mineral industry contributes only about 5 percent of the gross national product and in 1960 employed only 3.8 percent of the economically active population. The other segments of the economically active population are: 27.7 percent in agriculture, hunting and fishing; 17.9 percent in manufacturing; 5.6 percent in construction; 10.9 percent in commerce; 22.7 percent in services; and 11.4 percent in other fields. As these figures demonstrate, Chile has a developing economy but ... the country has had almost permanent inflation, which has weakened the economic system and contributed to keeping most of the population in poverty."[12]

"Toward the end of the 1960's the administration was attempting to 'Chileanize' mining by acquiring 51 percent ownership in what had been entirely foreign-owned and foreign-operated facilities. The election of a Socialist administration in 1970 led to nationalization of the copper interests and some other mining concerns in 1971.[13]

Chile's export earnings dropped by over $100 million in 1972 due, in large part, to declining world copper prices. Imports had risen by

$300 million leaving a huge trade deficit. Copper production declined in 1973 due to strikes. Agricultural imports had risen from $149 million in 1969 to a forcasted $550 million for 1973.

The junta government sought to reduce food imports and stimulate agricultural productivity by raising the prices of essential food items.[14]

The Chileans

About two-thirds of Chile's 8,853,140 people (10,045,000 estimated for 1972)[15] are of mixed Spanish and Indian descent and a large portion of the remainder are of Spanish descent alone. In the mid-1960's some three to five percent of the population was classified as Indian. Immigration has contributed only a tiny percentage to the overall population, but this minority is very influential in national life.[16]

The population is increasing at the rate of 2.3 percent per year. About two-fifths of the population is under 15 years of age. The life expectancy of 55-60 years is better than the regional average, however, infant mortality is unusually high.[17]

In the mid-1960's, 68 percent of the population lived in urban areas and about half of the urbanites were concentrated in the Santiago area.[18]

Spanish is the official language of the country. About 95 percent of the population is at least nominally Roman Catholic and an atmosphere of religious tolerance prevails under a constitution that provides for freedom of worship.

Chile has a three class society: the upper class composed of the landowning aristocracy and the new rich; the middle class composed of the professionals, university faculties, school teachers, the armed

forces, about two-thirds of the civil service, office workers, small industrialists, merchants, and owners of rental property; and the alienated poor. Only about 25 percent of the population enjoys a fairly good standard of living; the other 75 percent is alienated from the mainstream of Chilean life.[19]

The Educational Scene in Chile

The scene in Chile indicates social and economic problems of great magnitude which have great relevance for education:

> Inadequate annual increase in per capita gross national product
> Low level of income, productivity and skill
> An unstable economy
> Low level agricultural production
> Uneven distribution of income
> Malnutrition and disease
> Shortage of suitable housing
> Urban migration and the development of slums

Chile's social and economic problems are interrelated and all of them are closely related to the educational system. Education can be considered the key to the long-range solution of the problems and this represents a formidable challenge to the school system.[20] "The persistence of these problems might be considered a failure of the schools. It is probably more nearly correct to say that these problems indicate the failure of a whole society to meet its challenge, for the schools are but one institution and their progress will continue to be adversely affected by the very deficiencies which they aim to correct."[21] A dominant theme expressed by national education planners in Bases generales para el planemiento de la educación chilena is the need to integrate education with the social and economic requirements of Chile.[22]

The educational system of every country is a product of its heritage "... and only through a study of its antecedents do its present

characteristics become understandable. How else can one explain the retarded development of technical and vocational education unless one understands the aversion of the Spanish colonials to work with their hands? Similarly, the aristocratic orientation of the universities and secondary schools and the relatively low status accorded elementary education are rooted deep in tradition. Present-day problems in education ... continue to reflect the unsolved problems of the past... The development of education in Chile has followed a fluctuating course, but its overall movement has been forward."[25]

The conquistadores were generally illiterate and uncultured and therefore not interested in education so the development during the colonial period was slow. The society established during this period was essentially feudal. The power and influence was reserved for the European born and only their sons received any kind of systematic education.

"Most of the formal instruction in colonial Chile was under religious auspices. Like Spain, the colonies lacked a system of mass education. The monarchy never considered the education of the masses as an obligation of the State, but a work of charity to be performed by religious orders. Although there was no sharp distinction in function and instruction in colonial educational establishments, Labarca, noted authority on the history of Chilean education, singles out three types: escuelas de primeras letras ..., Latin grammar schools, and schools of higher education.

The escuelas de primeras letras, usually established by convents or the town council, offered instruction in Christian doctrine, reading, writing and the most simple operations of arithmetic. Instruction did not reach the children of peons, slaves or servants.

The Latin grammar schools initiated students into the rudiments of Latin... Higher education was given in the seminaries or in the papal universities, where students studied liberal arts and the rudiments of philosophy for 2 or 3 years. Their principal objective was not to educate citizens or scholars, but future priests.

Methods of instruction consisted of rote memorization. The few textbooks available had to meet approval of both civil and religious authorities. Spanish grammar was not taught until the end of the colonial period. Discipline was based on the concept of absolute and strict obedience, and offenders were punished harshly and publicly.

Three events of great educational import occured during the 18th century: the establishment of the Real Universidad de San Felipe, the expulsion of the Jesuits, and the founding of the Academia de San Luis.

The founding of the Real Universidad de San Felipe in 1738 marked the beginning of higher education under the sponsorship of the State... The expulsion of the Jesuits from Spanish colonies in 1767 marked an educational crisis for Chile. They were considered the outstanding teachers of youth, and their expulsion forced local authorities ... to concern themselves with education. The Jesuits proved hard to replace in the many schools of the capital and the provinces, with the net result that education suffered a setback.

The third event of the 18th century of singular importance was the establishment of the secondary-level of Academia de San Luis and the emergence of its founder, Don Manual de Salas, as one of the great educational leaders of the colonial period. His ideas are still looked to today as educational reformers seek to effect a closer tie between the schools and the social and economic needs. Don Manuel de Salas advocated

a type of education that would be both intellectual and practical and thereby serve as a basis to develop agriculture, commerce, industry and mining."[24]

"Colonial education, which was abstract, scholastic, intellectual, and oriented to the needs of the aristocratic class in a feudal society, left Chile ... ill prepared for the development of a sound educational system."[25] However, at the time of the Chilean independence there were three men, Don Juan Egaña, Camilo Henríques, and Manuel de Salas who deserve mention. "These men proposed the foundations of an educational system to serve the needs of the State. Their ideas were incorporated in the plan for the Constitution published in 1813 which declared: 'Governments should provide for public education as one of the prime conditions of the social contract'."[26]

"The Constitution of 1833 ... declared that education is a prime obligation of the State; it instructed Congress to formulate a general plan for national education; and it stated that there would be a superintendency of public education responsible for supervision and direction of national education under the authority of the government. It also obligated municipalities to promote education and look after the schools and other establishments of instruction paid for by municipal funds. The real significance of the Constitution of 1833 lies in the introduction of the concept of education as a State obligation rather than an ecclesiastical monopoly."[27]

As a result of a law in 1842, Chile became the first Latin American republic to establish a system of public education, and in the same year it also established the first national normal school.[28]

By the middle of the century Chile could point to a number of achievements. The 1833 Constitution established that education was an

obligation of the State. In 1842 the University of Chile had been established and charged with the authority to coordinate the whole educational system. Elementary school enrollment was estimated to be about 10,000, which was only about 1 percent of the population, and secondary school enrollment estimated to be 2,000, which was 0.2 percent of the population.[29]

The Organic Law of 1860 made elementary education free and stimulated the development of education at all levels. Secondary schools were to be established in major cities and capitals and seasonal schools were to be established in rural areas. This law also provided for more normal schools, their financing to come from the public treasury and the municipalities and elementary school supervision was to be removed from the University of Chile.[30]

As the result of a law passed in 1877, Chile became the first Latin American country to admit women to higher education and to permit them to practice the liberal professions.[31]

At the end of the 19th century, the educational system lacked internal unity. "Elementary and technical schools, attended mainly by pupils from low economic groups, lacked articulation with the secondary schools and the University, attended by students from the upper classes. The University exercised jurisdiction over the secondary schools. The Ministry of Public Instruction controlled the elementary schools while other ministries had charge of technical schools."[32]

The most significant piece of Chilean educational legislation in this century was the Law of 1920 which provided for compulsory elementary education. The law specified that elementary education was to be compulsory for both sexes, that the age of attendance was between 7 and

15, and that parents or guardians were responsible for compliance. At the present time, education in Chile is compulsory between the ages of 7 and 15. Under a new plan which went into effect in 1966, the basic cycle of general education was extended to 8 years with the intent that it would be extended to 9 years in the future.[33]

By the late 1960's Chilean education at all levels was highly centralized in the Ministry of Public Education which controls, supervises, and administers the nation's educational system. The Ministry has control of all funds for the support and development of the school system, the construction of buildings and the purchase of the textbooks and other equipment. It also prescribes the curricula and the courses of study; establishes experimental institutions; and considers any proposals for improving the various levels of education. It also exercises control over the training, certification, appointment, promotion, assignment, and dismissal of all teachers and administrators. The Superintendent of Public Education coordinates, directs, and supervises all public and private education.[34]

Higher education is offered at the two state universities (the University of Chile in Santiago and Valparaíso and the State Technical University in Santiago) and at six private universities. "The largest institution is the University of Chile, which accounts for more than half of the total university enrollment. One of the most promising developments toward extending higher education opportunities to new groups and regions is the university's network of university centers, which have been established in smaller communities. They prepare students for higher studies, offer preparation for technical-level professions, and service the cultural interests of the community."[35]

"In keeping with the national goals of more rapid economic and industrial development, the universities are putting more stress on sciences, engineering, and business administration... they have received extensive aid from the U.S. government, UNESCO, and private foundations.

Chile's educational system ranks among the best of all Latin America as reflected in the literacy rate of better than 80 percent. Yet it suffers from serious deficiencies, which the new educational structure hopes to reduce or eliminate. Some of these are a distressing dropout rate; lack of qualified teachers, school plants, and equipment; a rigid curriculum; inferior teaching methods and materials; insufficient attention to vocational education; and a lack of articulation among different levels of schools. Possibly the greatest need is to attune the educational system to the long-range goals of economic development..."[36]

In recent years, high priority has been given to education in view of its importance for social and economic development. "This has required constant increase in the budget of the Ministry of Education... If all expenditure on state and private education is taken into account, the proportion of the GNP spent on education rose from 2.5 percent in 1952 to 4 percent in 1967."[37]

The Background of Chile

Footnotes

[1]Harry Kantor, Patterns of Politics and Political Systems in Latin America, (Chicago:Rand McNally and Co., 1969), p. 540.

[2]Ibid., p. 539.

[3]Ibid., p. 540.

[4]Ibid., p. 540.

[5]Ibid., p. 543.

[6]Organization of American States, Introduction to the Latin American Nations, (Washington, D.C.:General Secretariat, Organization of American States, 1970), p. 10.

[7]Kantor, op. cit., p. 548.

[8]New Encyclopaedia Britannica, 15th ed., s.v. "Chile."

[9]Encyclopedia Americana, 1975 ed., s.v. "Chile: Cultural Life," by Clark C. Gill.

[10]Kantor, op. cit., p. 541.

[11]Ibid., p. 541.

[12]Ibid., p. 541.

[13]Encyclopedia Americana, 1975 ed., s.v. "Chile: The Economy," by Simon G. Hanson.

[14]Encyclopedia Americana, 1974 yearbook, "Chile."

[15]Organization of American States, América en cifras 1974, pt. 1: Situación demografica: Estado y movimiento de la población (Washington, D.C.:Secretaria General de la Organización de los Estados Americanos, 1974), p. 7.

[16]Encyclopedia Americana, 1975 ed., s.v. "Chile: The People," by Simon G. Hanson.

[17]Ibid.

[18]Ibid.

[19]Kantor, op. cit., p. 542.

[20]Clark C. Gill, Education and Social Change in Chile, Bulletin 1966, no. 7 (Washington, D.C.:Government Printing Office, 1966), p. 1-8.

[21]Ibid., p. 9.

[22]Ibid., p. 9.

[23]Ibid., p. 10.

[24]Ibid., p. 11-12.

[25]Ibid., p. 13.

[26]Ibid., p. 13.

[27]Ibid., p. 14.

[28]Adela R. Freeburger, Education in Chile, Bulletin 1964, no. 10 (Washington, D.C.:Government Printing Office, 1964), p. 3.

[29]Gill, op. cit., p. 15.

[30]Ibid., p. 15.

[31]Freeburger, op. cit., p. 3.

[32]Gill, op. cit., p. 19.

[33]Encyclopedia Americana, 1975 ed., s.v. "Chile: Education," by Clark C. Gill.

[34]Freeburger, op. cit., p. 3-4.

[35]Encyclopedia Americana, 1975 ed., s.v. "Chile: Education," by Clark C. Gill.

[36]Ibid.

[37]World Survey of Education, vol. 5: Educational Policy, Legislation and Administration (Paris:Unesco, 1971), p. 293.

CHILE TODAY

Chile's Cultural Dusk

Robert Alexander, professor of economics and political science at Rutgers, recently visited Chile to discover first-hand what is happening. He states that "For decades Chile had a degree of cultural freedom rare in Latin America ... freedom of speech and press was carried almost to the point of libertinism. Universities presented the widest scope of ideas, and academic freedom was widely respected. A flourishing publishing industry included firms ranging from far right to far left.

But all that is different now. The advent of the military regime in Chile for the first time in more than four decades has had its impact on the country's cultural life as on everything else... The blow dealt by the 17-month-old military regime of General Pinochet is perhaps felt more by the universities. All the country's universities now have military delegados-rectores guiding their destinies... Military representatives are also found in some lower-echelon positions, and in all cases the soldiers have the decisive voice in university administration...

Those professors who have retained their jobs, unless they are of far-right points of view, labor under severe handicaps. They do not know what they can and cannot say to their students without losing their jobs, or perhaps worse. There is no academic freedom at the present time...

The university student population was also purged. Some 22,000 students--more than one-eighth of the student body--were dropped from the rolls of the country's eight universities.

There is a certain ominous ring about the longer-range plans which

the regime has for the universities. In line with the government's general philosophy of economic liberalism, it has been announced that the universities are to be reorganized so as to make them self-supporting, from a financial point of view. This could well reduce the student population to a small fraction of what it has been in recent years...

There has also been a drastic change in book publishing. The government publishing house established by the Allende regime has been renamed the Editorial Gabriela Mistral, and its activities have been severely curtailed, with many of its publications now being pamphlets of speeches by one or another member of the governing Junta. The large stream of books on Chilean history and problems ... which it was putting out before has been turned off. Many books have been withdrawn from circulation... The only new publications on social problems or politics are those about the reasons for the fall of Allende, written from a point of view friendly to the present administration.

Bookstores are closely censored. They must submit lists of the books they have on sale to the authorities, who reserve the right to tell them what they cannot sell...

There is complete censorship of newspapers and magazines. The daily newspapers of Santiago, which numbered 11 before the coup and represented all points of view, are now narrowed down to 5. Three of the remaining ones belong to the El Mercurio publishing firm, the former head of which is now Minister of Economy.

Another severe limitation on cultural life is the restriction on holding of public meetings. No organization can hold a meeting without permission of police authorities, and with applications for permission there must be submitted an agenda for the meeting and a description of

those who are eligible to attend."[1]

The military government has stated that it wishes to inaugurate a new era in Chile's history by planning a creative and stable political system for the future. Its philosophy toward education is that "We believe that education within the grasp of all, respecting the teaching and one's innermost feelings, will strengthen the understanding of every Chilean towards his country, its geography, its history, and its people."[2]

Chile's Cultural Dusk

Footnotes

[1]"Chile's Cultural Dusk, Universities Purged, Media Censored," Christian Science Monitor, 21 January 1975, sec. 2, p. 7.

[2]Chile, Secretaría General de Gobierno, Declaración de principios del gobierno de Chile (Santiago: n.p., 1974), p. 41.

THE DEVELOPMENT OF LIBRARIES AND LIBRARIANSHIP IN CHILE

Library Legislation in Chile

The National Library, founded in 1813 by a government decree, can be considered the first piece of library legislation in Chile.

In the mid-1820's, guidelines were written for the establishment of a governmental agency which would foster the development of libraries, museums and archives in Chile.[1] A decree in 1829 created the Dirección General de Bibliotecas, Archivos y Museos which specified "...that libraries, archives and museums have similar functions and common goals ... to collect, organize, and distribute knowledge; that although not meant as centers of teaching, they should definitely cooperate in the process of education..."[2]

Library legislation in Chile has been rarely formulated on the basis of broad projections, with the exception of the creation of the National Library and the Dirección de Bibliotecas, Archivos y Museos. "Most often, the procedure has been to sporadically enact decrees according to the cultural and social needs of the moment."[3]

Chile has not developed a national policy on library legislation, and with few exceptions, the library has not been considered by the political leaders as an important adjunct to the educational progress of the nation. There has been legislation concerning libraries but almost no funds were stipulated for their further implementation.

"The worst crisis created by these circumstances came with the establishment of hundreds of elementary and high schools without libraries... This situation changed ... during the 1960's with the introduction of nationwide educational reforms and the concerted effort of the Chilean librarians... There is no doubt that, as long as the government does

not consider the careful planning and adoption of appropriate library legislation, the educational system will continue to remain defective. Moreover, the creation, organization, and maintenance of nationwide library services cannot be conceived without the state's economic help."[4]

Decrees and Laws of concern to Libraries in Chile[5,6]

1813 Required that all schools allocate some funds for the purchase of books, paper, and other tools for students' needs

1856 Established popular libraries, also called public libraries, in the capitals and other large cities. They were generally organized as an adjunct to particular high schools.

1860 The Primary Instruction Law provided funds for the creation and maintenance of popular libraries in every provincial district.

1863 Approved the general ordinances of the Primary Instruction Law and stated that a local library be annexed to a few public schools in the district. It also indicated that one librarian supervise an entire district and one be responsible for each school. Few educational institutions could comply with these regulations because of the lack of funds, manpower, and textbooks.

1866 Popular libraries were to be moved to existent high schools in their neighborhood. The law also specified the duties of the high school supervisors concerning the organization and upkeep of these libraries.

1872 Approved the regulations for opening a library in the only high school in Copiapó, a town north of Santiago. This library, as well as those in three other cities, possessed an excellent book collection, which was used equally by students and the educated people of the community. The articles of this decree had become the most complete corpus concerned with the administration of a library and served as a model for all the nation's high schools.

1883 Allocated resources for the construction of primary schools. It also authorized the President of the Republic to invest part of these funds for the support of existing high school libraries, with the proviso that they be made accessible to the general public.

1889 Regulated district libraries and created the Council of Departmental Libraries which attempted to centralize library services. Administrative centralization proved impossible, mainly because of the peculiar geographic configuration of the land, which obstructed communications between the capital and the northern and southern regions.

1891 Required every municipality to open public libraries.

1921 Approved the regulations for departmental libraries dependent upon the Ministry of Education. It decreed that the capital of every district maintain a public library and if this was not feasible, the high school library should take its place. This decree was the first document to give a definite organization to Chile's libraries, which were divided into three categories--National, Departmental, or Educational. To become a librarian, a baccalaureate in philosophy or a teacher's degree was necessary. Librarians not already on the school staff would be named by the Ministry of Education.

1955 This decree sanctioned regulations regarding funds for the construction of establishments of public education. It stated that a library should be considered for a school of 350 to 800 students, provided other needs were met first. Libraries were designated as second in priority.

1962 Gave the Director of educational establishments the authority to organize and foster local libraries.

Library Legislation in Chile

Footnotes

[1]Juan Rothchild Freudenthal, "Development and Current Status of Bibliographic Organization in Chile" (Ph.D. dissertation, University of Michigan, 1972) p. 123.

[2]Ibid., p. 123.

[3]Ibid., p. 306.

[4]Ibid., p. 307.

[5]René Moraga Neira, "Legislación biblioteca chilena; revision y sintesis de las principales disposiciones legales de caracter bibliotecario desde 1810 a 1961" (Mimeographed), p. 8-19.

[6]Freudenthal, op. cit., p. 308-12.

Legal Deposit in Chile

It has been said that "... dépot legal may have several aims -- to protect the rights of authors, to maintain a system of press censorship and to ensure the preservation of a nation's library."[1]

The first legal deposit regulations wherein one copy of a book or pamphlet printed in Santiago had to be placed in the National Library were the result of a decree in 1825. The first copyright law was in 1834 which required the printers to send "...three copies of any book and two copies of any periodical or pamphlet to the National Library ... thus assuring the continuation of the national bibliography."[2]

"The government decrees ... lacked the necessary authority to enforce the law; the National Library was so poorly subsidized that it was unable ... to organize an effective legal deposit supervising agency."[3] Printers were uncooperative and the authors did not want to relinquish copies out of a very limited printing.

A decree of 1844 extended the depository obligation to the entire country making the high officials of every province responsible for the fulfillment of the law.

The law of 1967 stated that "The printer must place fifteen copies with the National Library"[4] International Exchange Office. "Of this total, two copies are reserved for the Chilean Secion, one is to be sent to the Ministry of the Interior, one sent to the General Secretariat of the government, one to the National Library and the remainder may be distributed at will by the librarian."[5] Another law of the same year established a fine of half the monthly wage for infringement of the law.

Government publications were referred to in a law in 1925. One

hundred copies of each government publication were to be deposited in the National Library and many of these copies were to be used for the exchange of similar foreign government publications.

All "... books and pamphlets, official and mimeographed publications, periodical publications and newspapers, university theses and dissertations which are published for their scholarly value, loose leafs, maps and atlases, printed musical scores, films, tapes and recordings..."[6] should enter the Chilean National Library by legal deposit.

Approximately 20 percent of the imprints of Chile are not deposited due to the abuse of the legal deposit law. It is unfortunate that the various laws were never consistently enforced.

Legal Deposit in Chile

Footnotes

[1]K.W. Humphreys, "National Library Functions," Unesco Bulletin for Libraries 20 (July-August 1966): p. 160.

[2]Juan Rothchild Freudenthal, "Development and Current Status of Bibliographic Organization in Chile" (Ph.D. dissertation, University of Michigan, 1972) p. 295.

[3]Ibid., p. 295.

[4]Ibid., p. 296.

[5]Ibid., p. 296.

[6]Ibid., p. 297.

Chile's National Bibliography

Early obstacles to a national bibliography in Chile were the lack of printing facilities and an organized national library. The most important factors which later shaped Chilean national bibliography were the introduction of the printing press in Chile in 1811, the creation of the National Library in 1813, and the establishment of the University of Chile in 1842.

The origins of a Chilean bibliography can be traced to Juan Ignacio Molina, a Chilean Jesuit, who included sources pertaining to Chile in his 1787 Compendio de la historia civil del Reyno de Chile. Juan Bautista Alberdi published in 1846 the first inventory of Chilean periodicals. In 1854 the National Library published the Catálogo por orden alfabético de los libros que contiene la Biblioteca Nacional. Gregorio Víctor and Miguel Luis Amunategui gathered 858 titles covering the years 1812 to 1857 in their Catálogo de los libros y folletos impressos en Chile desde que se introdujo la prensa. Further additions to the national bibliography were compiled by Santiago Lindsay and appeared in the Anuario estadístico de la república de Chile. These efforts were the first formal attempts toward a Chilean national bibliography.

Ramón Briseño compiled a bibliography covering the years 1812 to 1876 entitled Estadística bibliográfica de la literatura chilena. The work covered books, tracts, pamphlets, periodicals and broadsides which were published in Chile's printing presses.

The Anuario de la prensa chilena, which included books and periodicals published in Chile, works by Chileans or about Chile printed abroad, official publications and the copyright register at the National Library,

appeared between 1886 and 1916. Publication of the Anuario resumed publication again in 1962 to bring the national bibliography up to date and remains the only current Chilean national bibliography. The latest volume brings the bibliography up to 1968. In 1962 Raúl Silva Castro compiled the Anuario de la prensa chilena, 1877 to 1885, to fill in the nine year gap between Briseño's Estadistica and the appearance of the first Anuario in 1886.[1]

The Servicio bibliográfico chileno, Chile's only important trade bibliography, lists all new books published in Chile. This publication appeared quarterly and was published continuously from 1940 to 1971 when it was suspended.

Chile's National Bibliography

Footnotes

[1]Juan R. Freudenthal, "Chilean National Bibliography: Origins and Progress," Libri 22 (no. 4 1972): 275-279.

The Book in Chile

"Despite a relatively high degree of literacy in Chile (88 percent in 1969) and an educated elite, which has made Chile one of the most important book consumers in Latin America, the book has not become a powerful tool for economic and social development in Chile. At least, books have not served such a function for the general population. Still today, in an enlightened and integrated Chile, the worker, the child in the school, and the majority of the population have limited access to books."[1]

"The production of printed materials in Chile ranks fourth among the Latin American countries. According to the 1968 Anuario de la prensa chilena, 1, 957 books, pamphlets, maps, and loose sheets and 523 official documents were registered in the National Library for that year through the practice of legal deposit."[2] América en cifras indicates that 1,370 first editions and 14 children's titles were published in 1970.[3] Books are imported chiefly from Spain, Mexico, Argentina and the United States.

The great shortage of children's books and even textbooks on the elementary level has made it virtually impossible to rely on books for teaching purposes even if the teachers were trained to consider supplementary reading.[4]

It has been stated that "calculations made by Chilean publishers, taking into account the number of books published in Chile and those imported, place our country in the first rank with regard to the number of books read per capita. Chile is truly a country that is fond of reading."[5] This opinion was confirmed as late as 1967 by data reported to UNESCO, which indicated that "book consumption in Chile exceeds that

of any other Latin American country on a per capita basis..."[6]

Some recent events in Chile indicate that the government has begun to regard the book industry as a vital factor in the cultural progress of the country. The educational reforms which started in 1967, and almost fully implemented by 1970, permitted considerable expansion of textbook publishing, as well as large and inexpensive book editions.[7]

Juan Freudenthal considered that Chile had in 1971 the necessary elements to extend the benefits of reading to its people: more and better libraries; trained librarians; larger quantities of inexpensive books; Chilean authors; and more paper mills and printing facilities. The administration of President Eduardo Frei had considered the eventual creation of a Ministry of Culture in order to stimulate a national cultural policy. "Above all, there needs to be a change of emphasis from the book viewed as a cultural asset to the book viewed as a practical educational tool, which could permit anyone who knows how to read to continue his education and interaction with ideas. To this end, effective library provisions need to be considered, for they are a primary source for learning and information throughout the whole of life.

The resources for the support of book production and book distribution in Chile are scant, an almost paradoxical situation for a relatively literate nation with an impressive record of literary achievements... It is the level of education and a higher standard of living for its people which should be the paramount concerns of Chile's government. Without such progress, books in Chile will continue to be the precious possessions of the few."[8]

The Book in Chile

Footnotes

[1]Paul Watson et al., A Study of Present and Needed Book Activities in National Development: Chile, (Pittsburgh:School of Education, University of Pittsburgh, 1967), p. 10.

[2]Juan Rothchild Freudenthal, "Development and Current Status of Bibliographic Organization in Chile" (Ph.D. dissertation, University of Michigan, 1972) p. 520.

[3]Organization of American States, América en cifras 1972, pt. 5: Situación cultural: Educación y otros aspectos culturales (Washington, D.C.:Secretaria General de la Organización de los Estados Americanos, 1973), p. 295.

[4]Marietta Daniels, Books for the Children, Young People and New Adult Literates of Latin America: A Summary of Prospectus of the Books for the People Fund, Inc., Cuadernos bibliotecologicos, no. 12 (Washington, D.C.:Pan American Union, General Secretariat of the Organization of American States, 1963), p. 6.

[5]Amanda Labarca, "Chile and its Books," Bulletin of the Pan American Union 79 (October 1945): 573.

[6]Watson, op. cit., p. 10.

[7]Juan R. Freudenthal, "The Book in Chile," Américas 26 (May 1974): 8.

[8]Juan Rothchild Freudenthal, "Development and Current Status of Bibliographic Organization in Chile" (Ph.D. dissertation, University of Michigan, 1972) p. 527-528.

The National Library and Public Library Development

The National Library of Chile was created in 1813 during the first years of national independence. The decree authorized the establishment of a public library and solicited the aid of prominent men of the country for donations of money and books. By 1818 the collection already totaled 8,000 volumes, "...the result of gifts and the acquisition of the old libraries of the Jesuits, the Jesuit college of San Carlos and the Royal University of San Felipe." In the same year Manuel de Salas, the education leader, was appointed librarian.

A legal deposit law of 1825 required that Santiago printers deposit copies of every publication in the National Library. The depository obligation was extended to printers throughout the country in 1846.

In 1868 Ramón Briseño, the noted bibliographer, became curator and director of the National Library. He is credited with the arrangement and cataloging of the library, the establishment of three separate card catalogs, the establishment of the Bureau of International Exchange and he compiled the monumental work, Estadística bibliográfica de la literatura chilena. By the time he retired in 1886, the library had increased to 60,000 volumes.[2]

1887 was a notable year at the National Library: books were circulated for home use and the publication of the Anuario de la prensa chilena began.[3] "The idea to popularize reading by permitting people to take the books to their homes proved to be a failure, for only the cultivated public made use of this new service."[4]

During the early years of this century, director Carlos Silva Cruz visited the United States and discovered the North American concept of a public library which solicits the patron. With this concept in mind,

Silva Cruz extended the services of the National Library to the secondary and university students, teachers and the general public and kept the building open at night. This policy resulted in the creation of a reference department in 1912.

One of the employees of the National Library, Ramón A. Laval, was commissioned in 1913 to study the organization of public libraries in the United States and Europe. Another noted Chilean bibliographer, José Toribio Medina, visited the United States in 1876 and according to one of his letters he found that the two best libraries in New York were the Public Library and the private library of John Carter Brown. He gathered statistics and noted that the United States had "...ten public libraries in 1820, 247 in 1845 and 2,039 in 1875 with a total of 11,480,000 volumes. 'How many books do we have in our own National Library'? he asked. This first encounter with such bibliographical richness and the increased interest of the United States government in the development of the public library greatly impressed Medina."[5] In 1925 Medina bestowed his private collection of some 22,000 volumes to the National Library.

Guillermo Feliú Cruz, librarian of the National Institute, wrote guidelines for the establishment of a division which would foster the growth of libraries, museums and archives. A 1929 decree created the Dirección General de Bibliotecas, Archivos y Museos which specifies that libraries, archives and museums have the similar functions and goals to collect, organize and distribute knowledge and they should cooperate in the process of education. The Director of this service is automatically the Director of the National Library. "The dual function of a national library as research and public ... has not proved altogether successful."[6]

The National Library was closed to elementary and high school students in the early 1960's due to the high loss of books and newspapers. Two branches of the National Library were later opened to serve the students. Director Roque Esteban Scarpa realized that this was the right step toward the preservation of invaluable material, but he also realized that Chile was facing new challenges stimulated by educational reforms. His "...concept of the role of the National Library was that of a coordinating and diffusing agency which should make reading materials available to a wide public."[7] The trip he made to the United States in 1965 influenced his outlook toward libraries and in 1968 he visited libraries in Europe. "His observations of library activities abroad convinced him that the functions of the National Library ... had to be redefined and a greater emphasis placed upon the field of bibliographic control and organization, better service to the urban population of Santiago, and a national policy of library service more in accordance with Chile's new educational ... direction."[8]

The National Library has tried to sponsor and coordinate a wide variety of library services. "Twenty-three new public libraries have been opened since 1967 when only three were in existence--the Severín Public Library in Valparaíso and those in Ancud and Castro in the southern part of the country."[9] The new libraries which serve the general public and high school students were created by the Ministry of Education and the provincial and municipal governments.

Santiago has six public libraries: the National Library and its two branches, one library specifically for children, and two in the suburban areas. These libraries are unattractive, are poorly equipped and have small book collections. The National Library does provide some 150

titles on portable shelves which are rotated among schools and neighborhood centers.

Director Scarpa was very aware that the book collections in most elementary and secondary schools were insufficient and that there was an immediate need for more public libraries. He proposed that more public libraries be built, that there be centralization of library services in order to give better service, that more space be allocated to school libraries and serve the general public as well as the students, that a broad policy of book acquisition be developed, that more bookmobiles be acquired to serve rural areas, and that the annual budget of the National Library reflect the need for expansion. "Scarpa believes that if all these suggestions were to become a reality, the National Library could ... bring culture to all the people of Chile."[10]

Dr. Freudenthal feels very strongly that if a professional librarian were appointed Director of the National Library Chilean librarianship would move ahead more rapidly and more systematically. The scholar in Chile, as in many other countries, carries a mark of distinction against which a librarian cannot compete.

"As long as the progress of the National Library is curtailed by bureaucratic indifference, and the Director of that institution continues to be an appointment exposed to all the uncertainties and frustrations of the national political scene, there will be little opportunity for the foremost bibliographic center of the nation to fulfill, with success, any mission it undertakes, or ... to be the prime mover in library matters and ... the leading library in all fields."[11]

The National Library and Public Library Development

Footnotes

[1]Manuel Cruzat Vera, "The National Library of Chile," Bulletin of the Pan American Union 62 (September 1928):998.

[2]Gerald Herbert Sandy, "An Account of the National Libraries in Spanish South America" (MALS thesis, University of Illinois, 1952), p. 78-79.

[3]Ibid., p. 79.

[4]Juan Rothchild Freudenthal, "Development and Current Status of Bibliographic Organization in Chile" (Ph.D. dissertation, University of Michigan, 1972), p. 107.

[5]Ibid., p. 116.

[6]Ibid., p. 123.

[7]Ibid., p. 127.

[8]Ibid., p. 130

[9]Ibid., p. 134.

[10]Ibid., p. 140

[11]Ibid., p. 144.

Public Libraries in Chile

As a result of the 1951 Sao Paulo Conference on the Development of Public Library Service in Latin America, the government of Colombia and UNESCO embarked on a project to create a pilot public library. Medellín was selected as the site for this endeavor. The pilot library opened in 1954 and provided the full range of public library services to children, young people and adults. "It is doubtful that it has stimulated the development of public libraries in other parts of Latin America in the way that its sponsors had hoped."[1] However, "There is a growing movement to establish and maintain public libraries ... National, state and local governments, together with interested individuals and organizations, are providing stimulus not only for creating new institutions but for improving the quarters, staffs, and collections of existing libraries."[2]

The responsibility for the creation of public libraries in Chile is vested in various bodies. The Ministry of Public Education can create public libraries by virtue of its authority to create educational institutions. Actually, it has the obligation to create a library in each of these institutions. The library created in a school is technically a school library but it can constitute a public library as long as it is opened to the public.

A National Commission for the Protection of State Libraries, created by the Ministry of Education in 1963, had as one of its objectives, the creation of public, school and special libraries. Unfortunately, this Commission never functioned.

The municipalities possess the legal facility to create libraries according to a 1955 decree. It is stipulated that the municipality must

assign at least one percent of the annual budget to the creation and support of libraries, theatres, artistic productions, museums, etc. Five percent of the ordinary revenues is to be used for libraries and other local educational agencies.

Of the 276 municipalities in the country, only 68 have libraries. The others have not responded to the obligation. The ones that do exist are in terrible condition; they lack adequate book and periodical collections, efficient organization, and sufficient personnel. The municipal authorities apparently haven't been concerned with the creation and development of library services which constitutes one of the most important elements for the intellectual and cultural development of the community. It is the legal and moral obligation of the municipality to create libraries.[3]

The absence in Chile of adequate library planning, of a coordinating policy and the lack of adequate library legislation has obliged the existing municipal, school, university and private libraries to render services which should have been the obligation of the public library. Most of the libraries created as public libraries are very far from the modern concept.[4]

Dr. Freudenthal comments that "According to modern definitions, public libraries in Chile are almost nonexistent."[5] These libraries are deficient in the same way the school libraries are deficient: the collections are completely inadequate to satisfy the needs of the community and the only service they render is to loan books for library or home use; the use is generally in-library use.[6]

A 1963 survey made by the Dirección de Bibliotecas, Archivos y Museos identified the following types of public libraries in the country:

5 public libraries dependent upon the Dirección de Bibliotecas, Archivos y Museos

66 municipal libraries

48 elementary school libraries which serve the public

23 secondary school libraries which serve the public

11 normal school libraries which serve the public

36 in other institutions that serve the community there are others that are not registered[7]

Until the late 1950's the only strictly public libraries were the National Library, the Santiago Severín Library in Valparaíso and about 20 municipal libraries.

An analysis of public and municipal libraries was reported in Terceras jornadas bibliotecarias chilenas with the following conclusions: the libraries called public are not organized according to modern systems; the few considered public do not have open access to the books nor do they apply modern methods to technical processing or information services; and the librarian does not function as a reader adviser. No administrative or technical cooperation exists between the libraries so there isn't any uniformity of hours, services or organization. The hours a library is open are generally insufficient to render good service to the public.[8]

Public Libraries in Chile

Footnotes

[1]William Vernon Jackson, Aspects of Librarianship in Latin America (Champaign, Ill.:Distributed by the Illini Union Bookstore, 1962), p. 13.

[2]Ibid., p. 16.

[3]René Moraga Neira, "La creación y desarrollo de bibliotecas en la bibliotecaria chilena." (Mimeographed), p. 110-112.

[4]Asociación de Bibliotecarios de Chile, Segundas jornadas bibliotecarias chilenas, Santiago, 1-7 setiembre 1961 (Santiago:Asociación de Bibliotecarios de Chile, 1961), p. 23-24.

[5]Juan Rothchild Freudenthal, "Development and Current Status of Bibliographic Organization in Chile" (Ph.D. dissertation, University of Michigan, 1972), p. 206.

[6]Asociación de Bibliotecarios de Chile, Terceras jornadas bibliotecarias chilenas; Problemas de los servicios bibliotecarios en Chile, Santiago, 16-20 noviembre 1964, Informe final (Santiago:Asociación de Bibliotecarios de Chile, 1964), p. 18.

[7]Ibid., p. 18.

[8]Ibid., p. 18.

Education for Librarianship in Chile

Prior to 1940 there weren't any specific courses for the training of librarians, however, there were short in-service training programs for new librarians at the National Library.

A 1929 law which created the Dirección General de Bibliotecas, Archivos y Museos authorized the National Library to direct the training of library personnel.

Fuenzalida Villegas, who had been appointed to organize the Central Library of the University of Chile, took courses in cataloging and classification and one in bibliography and reference at Columbia University during the winter term of 1938/39. While he was in the United States, he visited a great many libraries. Upon his return to Chile to assume his post, he made plans and offered some courses in cataloging, Dewey classification and administration to library employees. He became the pioneer of library science instruction in Chile.

In 1946 as a result of a Ford Foundation grant to a U.S. librarian, E.M. Heiliger went to the University of Chile to organize a library science program of instruction. The courses he taught from 1946 to 1948 to about forty students "...gave impetus to the educational preparation of academic librarians in Chile and can be considered a major influence in the creation of a library school in that country."[1]

The Central Library of the University of Chile created a one-year Escuela de Bibliotecarios (Library School) in 1949. Some 381 students took this library science course, but less than one-third completed the requirements. Finally, in 1959, the Ministry of Education officially sanctioned a School of Library Science of the University of Chile and in 1960 authorized the granting of the title of librarian upon completion of

the requirements. Later in the year the Ministry of Education changed the name to School of Library Economy and placed it under the University of Chile Faculty of Philosophy and Education.

The greatest motivation toward new concepts of bibliographic organization, bibliographic control, and dissemination of information in Latin America "was the North American concept of the library as an essential agency in the communication and learning processes."[2]

A new curriculum was designed in 1961, based on theoretical principles, but tuned to Chile's social, cultural, and economic life. The curriculum was again changed in 1966 and the name of the school was changed to School of Librarianship. The new program differed from the former in that it added new courses and introduced library studies in the first year. The program of study lasts three years and has remained very much the same into the seventies.

Library science extension courses were first offered in 1962 at various University Centers. These "...centers have failed to provide a full-time library science faculty or adequate facilities for their students but their programs have made a significant contribution toward the development and organization of library services in the provinces of Chile."[3]

Special institutes for the continuing education of practicing librarians and library school graduates were held during the sixties. A number of national and international experts offered lectures on various aspects of librarianship, such as administration, library services planning, documentation, cataloging and classification, and librarianship and education planning.

In 1970, the School became the Department of Librarianship and was

"the first step toward achieving a higher status within the structure of the University."[4]

The Director, as of 1970, was the only full-time instructor. The Department was not able to offer adequate salaries and the faculty members must seek a second job elsewhere to survive economically.

The traditional lecture method of instruction needs to be partially replaced by independent work, class discussions, and seminars and the Department needs to offer more courses in "...school librarianship, children's literature and the use and organization of audio-visual materials for one of the most serious problems facing Chile today is the lack of adequate services at the primary and secondary school levels."[5] The Department also needs an adequate book collection to support the library science curriculum. "The library science library is presently so poorly endowed and organized that it is a miracle that any thesis, research project, or term paper can be completed."[6]

The nationwide increase in school enrollment will require hundreds of new high schools. "If these educational establishments are built and the state's commitment to include a library in each... and build more public libraries is honored; if academic libraries expand, and more special libraries are sponsored by the industry and non-governmental agencies; and if illiteracy continues to decrease..."[7] a great many more librarians will be needed. It has been estimated that only 53.3 percent or 200 of the 375 practicing librarians have a professional library degree.[8] According to a recent survey, 545 professional librarians would be needed by 1971 for documentation, school, childrens, engineering and technical, university, medical, economic and public libraries.[9]

"One of the greatest challenges faced by the Chilean librarians

today is to become more concerned with the reader and less with the book. Increased library services to the public will bring forth an increased understanding of the role of librarians and librarianship in Chilean society."[10]

It will be some time to come before Chilean society, in general, and the government, in particular, recognize the role of the library as a vital agency for the education of the people.

Education for Librarianship in Chile

Footnotes

[1]Juan Rothchild Freudenthal, "Development and Current Status of Bibliographic Organization in Chile" (Ph.D. dissertation, University of Michigan, 1972), p. 251.

[2]Ibid., p. 254.

[3]Ibid., p. 258.

[4]Ibid., p. 261.

[5]Ibid., p. 264.

[6]Ibid., p. 265.

[7]Ibid., p. 266.

[8]Richard Krzys and Gaston Litton, "Latin American Librarianship," 1974. (Mimeographed), p. 6.

[9]Ibid., p. 16-18.

[10]Freudenthal, op. cit., p. 267.

Library Planning in Chile

The attitude toward libraries and librarians has changed considerably during the past few years due in large part to congresses and meetings sponsored by international organizations held in Latin America about Latin America. Other significant factors contributing to the new attitude have been the rise of educational television, accelerated programs for primary and secondary education, continuing and adult education, and the wider use of textbooks and other teaching materials. These factors have contributed to a new awareness of books and libraries as essential elements of the educational system. The professional librarians of Chile can be credited with a great deal of the progress that has been made, especially after the creation of the Chilean Association of Librarians in 1955.

The members of the Association emphasized the need for career advancement and interlibrary cooperation. The Association also published a Bulletin of the Association of Librarians between 1955 and 1966 and sought to bring to the attention of the governmental authorities and the general public the need for a nationwide project to coordinate library services. Chile's educational progress and the role played by libraries in this process were analyzed in depth during four national library conferences held between 1955 and 1966.

As a result of these analyses, the librarians decided there was need to press for better library legislation, higher budget allocations, and especially for the government's recognition that there did exist a need to coordinate a nationwide program of library services at all levels of the educational process. The first evidence of the government's interest was the decree in 1959 to establish the School of Library

Science at the University of Chile. Next came the creation of a Libraries Subcommittee within the National Planning Commission for Education which carried out a study in 1964 on the status quo of Chilean libraries. In 1967 there was the appointment of a National Planning Commission of Library Services. It has sponsored seminars for school librarians and published a series of surveys, studies and recommendations on the organization and development of school and public libraries.

A seminar organized by the Chilean-North American Institute and sponsored by the Ministry of Education and the Chilean Association of Librarians, was held in Santiago in 1969. The discussions centered around the book within the educational process as a whole, highlighting the necessity of creating a broad, low-priced book market to be accompanied by the necessary AV materials and complementing the educational reform with high quality textbooks. The participants of the seminar, which included governmental authorities, teachers, librarians, publishers and booksellers, recommended the adoption of a state policy for the production and extensive distribution of low-priced books and textbooks. This policy would involve the government as well as publishers and booksellers.[1]

These attempts to integrate library and information services into Chile's educational process represent merely a first step in the forward direction. A closer professional interaction among Chilean librarians was evident with the formation of the Colegio de Bibliotecarios in 1969 which replaces the Asociación de Bibliotecarios de Chile.

In Chile professional societies are recognized by the state and their activities are governed by laws. In accordance with the law establishing it, the purpose of the Colegio is to safeguard the status, prerogatives and ethics of the profession, uphold the rights of librarians and raise

professional standards. The Consejo General is to be responsible for furthering the establishment, extension and development of libraries and participating in the determination of the country's over-all library policy. One of the aspirations of the Colegio was to publish a Revista del Colegio.[2] Membership in the Colegio is limited to professional librarians[3] and as of 1971 there were 588 members.[4]

If we adhere to Dr. Freudenthal's hypothesis "...that Chile's educational process requires the support of a well balanced and organized collection of print and non-print materials, and that this process ultimately contributes to the improved social, cultural, and economic development of a nation, then the Chilean state should seek a course of action to carry out the gollowing goals: a) fostering and developing reading abilities and interests; b) incorporating library services into the total educational process in order to improve these reading habits, particularly at the elementary and high school levels; c) enacting realistic library legislation and allocating enough funds for the creation of a nationwide program of library services; and d) making available optimum training for education for librarianship."[5]

Library Planning in Chile

Footnotes

[1]Juan Rothchild Freudenthal, "Development and Current Status of Bibliographic Organization in Chile" (Ph.D. dissertation, University of Michigan, 1972), p. 85-86.

[2]Colegio de Bibliotecarios, Memoria 1970 (Santiago: n.p., 1970), p. 8.

[3]Ibid., p. 2.

[4]Colegio de Bibliotecarios de Chile, Consejo General, Memoria 1971 (Santiago: n.p., 1972), p. 16.

[5]Freudenthal, op. cit., p. 86-87.

CONCLUSIONS

Two factors contributing to the origin and development of libraries are the quest for knowledge and the desire to transmit this knowledge. Private libraries have generally been developed by learned men who had this quest for knowledge. The development of popular libraries is dependent on the attitude a government has regarding education and the wish to transmit knowledge to the "common man." Libraries in academic institutions, where the intellectuals congregate, tend to develop long before those in the lower schools or before those which are accessible to the public. Special libraries develop because of the specialized needs of government and industry.

In the early years of Chile's independence, there were an overwhelming number of economic, political and social problems which needed immediate attention and the matter of education tended to lag behind. How far behind depended, to a great extent, on the attitude of the colonial power toward education and the book. The Spanish crown did not give consideration to educational responsibilities; religious orders were primarily concerned with these matters. The Chilean government did accept responsibility for education in the early years of independence. The Jesuits and their schools had been expelled in 1767 and this acceptance of governmental responsibility came 50 years later.

Wilhelm Munthe has stated that the development of public libraries is an urban phenomena. The first urban centers in Chile were located in the Central Valley area. The high Andes to the east, the desert area in the north and the rainy lake area in the south made travel and communication almost impossible until late into the present century. The rural areas

of Chile had little or no communication with these urban centers. At the present time, the rural population has access to the radio which has been used extensively for educational purposes. The rural population does not have access to public or school libraries, for the most part.

Chile did not have a printing press until as late as 1811, thereby retarding the development of the book industry. The books which came into the country were brought from other countries, primarily from Europe.

Even though there is now, and has been for the past 50 years, compulsory primary education, an educational system based on prescribed textbooks, offers little scope for the integration of libraries in the over-all educational process. Even at the university level, the dominance of the lecture method leaves the university library as the empty heart of the university. Libraries have not been considered as a vital adjunct to educational progress of the nation by the political leaders.

Science and technology necessitate the growth of libraries in spite of the attitude of the political leaders. The impact of twentieth century science and technology has changed Chile's social, political and educational perspectives, bringing with it a transformation of the country's European inspired humanistic culture. There has been a modification of the classic humanities curricula in higher education with more emphasis on scientific investigation and applied research.

The role of libraries in the educational progress of the nation has progressed slowly, undoubtedly due to the power structure which was careful to maintain its political and social perogatives by preventing the lower classes from acquiring too much knowledge. Some efforts were made during the nineteenth and early twentieth centuries to create libraries but the collections which were developed were very meager and their

maintenance and organization poor. This situation began to change slightly during the 1940's when a few in-service training courses were inaugurated at the National Library. The development of libraries abroad, especially in the United States, influenced the thinking of some of the early library leaders. It was not until Chile had a corps of professionally trained librarians in the 1960's that the state became directly involved.

The trained librarians realized the seriousness of the situation and have made recommendations which could help remedy the situation. In 1964, a survey on the existing condition of Chilean libraries brought to the attention of the authorities data on Chile's contemporary library situation.

Efforts have been made in Chile to maintain a fairly complete national bibliography but these efforts have been curtailed by a lack of financial support, deficient school and public library legislation, lack of cooperation among libraries with identical purposes, and deficient communication among libraries, librarians, administrations and government officials.

Libraries will not develop successfully until the book is viewed by the people and the leaders as a practical educational tool more than as a cultural asset. The emphasis has been on the custodial role of librarianship rather than on the provision of reference and information services at all levels.

The political and social unrest which Chile faces today has only added more obstacles to an already weak national information pattern.

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